



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Digitally signed by Kenna West Date: 2023.01.23 12:19:05 -06'00' Date

Grant Writer Name Signature Digitally signed by Fiona May Date: 2023.01.23 12:24:41 -06'00' Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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RFA/SAS #

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

CIS-SP® identified ten extremely low performing campuses based on a needs assessment that included demographics, academic performance reports, stakeholder surveys, and analysis of existing resources. This assessment included two years of data from stakeholders including districts, community members, students, the Lubbock Area United Way, and Texas Tech University. The following data points and information from the past two school years were collected and analyzed for campuses throughout the South Plains region: (a) school enrollment; (b) the number and percentage of students identified as economically disadvantaged, at-risk, and English Language Learners (ELL); (c) chronic absenteeism and attendance rate; (d) percentage of students at meets grade level or above in reading and math and the percentage of students in need of accelerated learning support through HB 4545; (e) campus rating; (f) student demographics; (g) existing resources; (h) surveyed need for afterschool and summer services; and (i) opportunities for school-day alignment and program integration. Analysis of this data determined the highest need and potential for most significant impact on the following campuses: (1)Akin Elementary, Hale Center ISD: 254 students enrolled, 48% at-risk, 74.8% economically disadvantaged (2)New Deal Elementary, New Deal ISD: 267 students enrolled, 57.7% at-risk, 71.16% economically disadvantaged (3)New Deal Middle School, New Deal ISD: 228 students enrolled, 53.5% at-risk, 74.12% economically disadvantaged (4)Roosevelt Elementary, Roosevelt ISD: 486 students enrolled, 73.7% at-risk, 77.78% economically disadvantaged (5)Estacado High School, Lubbock ISD: 908 students enrolled, 75.9% at-risk, 86.12% economically disadvantaged (6)Dunbar College Prep, Lubbock ISD: 451 students enrolled, 53% at-risk, 95.12% economically disadvantaged (7)Mackenzie Middle School, Lubbock ISD: 607 students enrolled, 43.8% at-risk, 84.51% economically disadvantaged (8)Cavazos Middle School, Lubbock ISD: 513 students enrolled, 62.2% at-risk, 93.96% economically disadvantaged(9)Wheelock Elementary, Lubbock ISD: 311 students enrolled, 41.2% at-risk, 89.71% economically disadvantaged (10)Carmona-Harrison Elementary, Lubbock ISD: 528 students enrolled, 47.7% at-risk, 93.37% economically disadvantaged. CIS-SP® is proposing to implement effective Texas ACE 21st CCLC afterschool and summer programming on these high-priority campuses, all of which have low access to resources and a significant number of at-risk students from economically disadvantaged and minority households (with the highest being 95%). The needs assessment in conjunction with the experience and expertise of CIS-SP® informed targeted participation numbers for students and adult family members. Numbers are tailored to the unique needs of each campus based on stakeholder feedback. Rural campuses historically serve higher numbers of students on a regular basis based on the needs of working families as parents travel to Lubbock due to the lack of available jobs near their homes. Middle and high school students have more opportunities during out of school time. Students with significant academic needs will be targeted for attendance afterschool. CIS-SP® will utilize established practices including teacher and staff referrals to assess and re-identify the students most in need each semester. This includes accessing district data systems to review academic performance to identify students with the highest need and meeting with campus administrators, faculty, and staff regularly. Working families will be continuously surveyed to ensure support.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

Quality implementation of the Texas ACE 21st CCLC grant, in partnership with high-need participating districts, will yield measurable growth in academic performance, school day attendance, student engagement in learning, and family engagement. The goal for the first quarter is to secure school day alignment and establish a baseline for all data including reading and math scores (2021-22 state assessments, local benchmark exams), attendance data, learning engagement pre-surveys, and historical family engagement participation. Each center will provide completed documentation of this on local forms reviewed by the Project Director (PD) and Program Specialist. As a grantee, CIS-SP® trains Site Coordinators (SC) to implement active recruitment based on a nine point process. These guidelines are based on the intent of the ACE program: to target those students and families who are most in need of assistance in meeting state requirements for advancing to the next grade and ultimately graduating from high school. The following plan applies to students first enrolled in the ACE program. Once initial registration of at-risk students is complete (the first couple of weeks of programming), all students will have an opportunity to participate (with completed registration forms acknowledging parent/guardian permission).

1. Introduction of ACE program and purpose to campus administration. 2. SC receive student level reports from campus administrators including at-risk lists and students in RTI (Response to Intervention). 3. Referrals are evaluated by the SC and appropriate campus leadership. 4. SC meets with school day teachers to identify borderline students and identify levels of need for referred students based on academics, attendance, and behavior. 5. ACE informational letters and registration forms are sent to parents/guardians of identified students. 6. SC follow up with parents/guardians and school day teachers until signed registrations are received. 7. This follow up continues until students are enrolled and regularly attending programming. 8. The SC and campus leadership re-evaluate student needs on an ongoing basis. 9. Student recruitment plans are evaluated on an ongoing basis and updated as needed. Support staff will be recruited and retained to maintain ratio of 15:1. SC receives training tailored to school-day alignment to ensure students are engaging in consistent educational environments, with a particular emphasis on student "voice and choice" for middle and high school students where buy-in is critical to ensure participation, regular attendance, and retention. Strong, positive relationships with CIS-SP® team members, campus leaders and staff, and other partners are instrumental in ensuring successful program operations and program implementation fidelity. Relationships are cultivated through open and ongoing communication, including monthly site visits, principal meetings, along with weekly program observations. Meetings and observations are documented. Family engagement strategies for success include hosting activities that accommodate the needs of working families with formats that draw in and empower all families to be active partners in their children's education. Examples include literacy and math nights or homework help for parents. Basic needs of low income families are taken into consideration when planning events as are transportation barriers. An example of this is mobile food pantries brought to centers in partnership with The South Plains Food Bank. To monitor retention and meet grant required attendance, the following deadlines are presented to SC and reinforced by the Project Director: September 30th: 150-200% of required regular student count enrolled (evidenced by master list); January 31st: 100% of required regular numbers met; February 28th: 100% of required adult numbers met. Benchmarks to meet these deadlines: September 15th: 100% of required regular students enrolled; October 15th: minimum of 25% of required students regularly attending ACE; November 15th: minimum of 50% of required students regularly attending; December 15th: minimum of 75% of required students regularly attending. Attendance data is entered daily by Site Coordinators and monitored weekly by Project Directors. Ongoing training and support are provided to SC to meet all goals. This proven method will be followed for all required dosage targets. These proven key strategies for success will allow CIS-SP® to meet the following benchmarks for the summative grantee-level SMART goals included in the Grant Level Strategic Plan: 1st quarter: 25%; 2nd quarter: 50%; 3rd quarter: 75%; and EOY: 100%.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

CIS-SP® is dedicated to using project evaluation data to identify successes and challenges, modifying the program as needed. The tools used in program evaluation include but are not limited to: grant program guidelines and application, the ACE Blueprint, the Quality Assurance Guidebook along with scores and feedback, evaluator reports, campus and district data, TX 21st data, stakeholder surveys, and local forms. These tools are used by Site Coordinators, the Project Director, Program Specialist, Director of Program Administration, and Chief Program Officer, throughout each year of the grant cycle. CIS-SP® highlights critical data and information, has open communication with key staff, and holds regular meetings on how to apply the data to improve program fidelity. Strong relationships with district partners lead to program success, benefiting students and families. CIS-SP® has a documented reputation for being able to successfully collaborate with school officials, community business owners, community partners, faith-based organizations, students, and parents to assess and address the needs of students. CIS-SP® has found that this multi-level approach results in the greatest success. Continuous learning and program evaluation are ingrained within the foundation and work of CIS-SP®. As benchmarks and summative SMART goals remain at the forefront of the daily work being done by both Site Coordinators and the Project Director, progress in these areas is constantly evaluated. Early identification is critical to program success and student impact. Monthly, Project Directors will meet with campus principals for feedback. Each quarter, the Site Coordinator, CIS-SP® Admin, and campus Admin will meet in order to disaggregate data. When challenges are identified, needed modifications will be determined which could include re-teaching material, tutoring, changing activity schedules, and support staff training. Stakeholders will be notified when modifications are made. CIS-SP® will utilize state activities for continuous improvement by locally integrating and internally mirroring the current quality assurance methodologies implemented at the state level.

7. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

The foundation for success for students and their families will be established by providing targeted academic support, student interest-based enrichment, and family engagement activities that are aligned to the school day curriculum and utilize high quality instructional materials. By utilizing the Texas ACE Component Activity Guide, interventions proven in current ACE programs, and the updated ACE Lesson Plan template that includes SMART goals based on grade-level TEKS, this project will improve academics by offering innovative, evidence-based educational activities that compliment school day instruction while meeting an identified need.

CIS-SP® understands an essential benefit to ACE is the opportunity for creativity and plans to accomplish the goal of intentionality using several approaches. First, Site Coordinators will obtain and analyze campus data to get a baseline of where to begin, therein learning the academic strengths and weaknesses of current grade-levels. Next, together with the administration, the Site Coordinator will conduct a Campus Needs Assessment at the beginning of the year. The Campus Needs Assessment will identify campus needs in both academic and non-academic areas and aid in developing intentional ACE programming that supports overall campus goals and cohesiveness. Surveys will also be conducted at the beginning of each ACE semester. The collection of parent, teacher, and student surveys will prove vital when attempting to meet community needs and addressing student voice and choice as well as ensuring student engagement in activities. Program leadership will work closely with the Site Coordinators to provide crucial insight into lesson plan preparation and a certified-level knowledge of TEKS along with local and state classroom standards. Site Coordinator flexibility and constant communication with administrators and staff will be the key factor in the consistent alignment of ACE programming. Program leadership will also play a pivotal role in the innovation and creativity of the programming. After meeting with the Site Coordinators of each campus to learn their individual needs, they will research and explore options for innovative and creative ACE programming to meet their needs. Programs will be adjusted based on attendance.

Communities In Schools of the South Plains® has determined that high-quality activities should include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. Activities will utilize research/evidence-based software and high quality instructional materials to increase reading skills, improve math application, expose students to STEAM-focused activities, and promote interest in science and social studies concepts. On-going individual assessments will measure progress, identify targeted areas in need of improvement, and guide future activity planning. Small group tutorials will be provided by certified teachers to offer academic support and enable students to have a personal relationship with a caring adult. Academic enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement and connect learning to real life experiences. Students will engage in STEAM activities such as robotics, computer skills/coding, science experiments, and arts, along with community service projects that teach students the importance of giving back. Research shows that incorporating STEAM activities into afterschool programs is an impactful way to make science, technology, engineering, arts, and mathematics accessible and engaging to students who are underrepresented in STEAM fields.

The use of High Quality Instructional Material (HQIM) products will be determined during the campus level needs assessment in collaboration with campus principals. Programs serving students in 6th-12th grade will utilize Carnegie MATHia when use of this aligns with school day curriculum and campus improvement goals. HQIM products will be integrated with academic activities afterschool at the 15:1 ratio.

Family services and activities will increase parental participation in the educational and social progress of students which will build a stronger family connection to the school. With the opportunity to attend academic activities, adults are able to improve their lives which directly impacts and motivates students to stay and excel in school. These services and activities are intentionally designed to create a comfortable environment for parental participation.

In compliance with program guidelines, all ACE activities will be at least 45 minutes in length. During the school year, programming will operate Monday-Friday, from school dismissal until 6:00 PM for at least 155 days. Schedules will include student interest-based enrichment daily and academic support at least four days per week. Family engagement will be offered monthly. Summer programming will run at least 25 days, six hours per day, four days per week and provide unique hands-on learning opportunities for students. The Project Director will monitor program operations and ensure compliance.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

Each Cycle 12 Site Coordinator will be required to conduct a thorough needs assessment of its program annually, which includes the review of objective data, including TEA Accountability Reports, the Campus Improvement Plan, District Improvement Plan, and the program annual evaluation. Additionally, CIS-SP® will collect specific center information, including information on student demographics, test scores, attendance, disciplinary referrals and parental involvement. During the needs assessment process, each Site Coordinator must complete a needs/assets inventory to determine programmatic intention. Most importantly to achieve program alignment and quality, Site Coordinators will develop ongoing collaboration and communication with the school-day staff. Site Coordinators will be included in regular school day grade-level meetings in order to learn teacher expectations and student needs at each grade-level. These meetings will also provide important insight on overall student trends and weekly lesson objectives. Information gathered at these meetings will aid in developing innovative activities around the same goals as well as targeting the most at-risk students.

Communities In Schools of the South Plains ® has an extensive library of lesson plans and evidence on programmatic success to build on in Cycle 12. Best practices have been developed over the years, with many of the most successful programs being pulled from what worked well in previous cycles.

CIS-SP® has a proven record of success as evidenced by the 2021-2022 outcomes for the 5,737 case managed students monitored who received targeted interventions. Through the ACE program CIS-SP® has made an impact on academic achievement, school day attendance, a reduction in behavior referrals, and an increase in college and career readiness. In 2021-2022, 3,075 students regularly attended ACE programming in Cycles 10 and 11. These outstanding outcomes are detailed in the executive summaries compiled by our external evaluator.

CIS-SP® utilizes established partnerships with the Americans Institute for Research, Westat, and You for Youth to improve services and programming provided at each center.

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The target sites, which serve populations with a high percentage of students identified as economically disadvantaged and where a majority of the students are minorities, struggle to keep pace with the academic rigor required of them. Rural communities are held to the same standards of quality education as schools in urban settings though rural schools must overcome “significant challenges such as barriers to transportation, strained resources, and lack of access to needed services such as physical, mental health, and dental care (American Progress, 2010)” in addition to educating students. Communities In Schools of the South Plains ® understands the challenges rural schools face and has a proven track record of implementing successful programs in rural areas mitigating the academic and non-academic issues that hinder students’ ability to graduate from high school.

Students will be directly dismissed from their school day to the ACE program located on their home campus. Site Coordinators will work with school personnel to establish a protocol to ensure a safe transition at dismissal. Students are required to sign-in and sign-out with appropriate staff members so that accurate attendance and accountability can be maintained by ACE staff. Site Coordinators will be required to compile a master list of all ACE participating students which will include the student's form of transportation home, guardian information, designated emergency contact, grade-level, homeroom teacher, and finally the days of the week and location of classes the student will be attending. This master list will be distributed to the campus office staff, administrators, campus staff, transportation department, and ACE staff and updated weekly. ACE will obtain the necessary parental consent that includes the selection of transportation for their children. Transition safety will be delegated to specified staff.

Bus transportation will be available as deemed necessary by campus needs assessments during the regular school year and summer sessions. This will ensure the safety of each student and help maintain organized, secure, and productive ACE programs. Site Coordinators will work alongside school districts to continue to ensure safe passage. CIS-SP® will contract with a campus administrator for each center to ensure their presence during all afterschool activities. Having campus authority on site afterschool will further ensure student safety.

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8. Statutory/Program Requirements (Cont.)

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant's plan to inform the community about the center and participating in the program.

Communities In Schools of the South Plains ® will use various forms of media to disseminate information about the ACE program. Local communities will be notified in English, Spanish, and other languages as needed, through press releases, CIS-SP® and partnering ISD's websites, social media, school open houses, regular parent meetings, campus newsletters, ACE brochures and other means. ACE programs will have their own dedicated section on the Communities In Schools of the South Plains' ® website that includes program descriptions, locations, news stories, events, volunteer opportunities and a pictorial slideshow of ACE activities. Additionally, promotional materials, including posters and flyers, will be displayed on school campuses and throughout the community. The majority of communications regarding ACE will contain center address locations, Site Coordinators' information including names, email addresses, and phone numbers, center hours, days of operation, and that the program is hosted by the Texas ACE 21st CCLC grant providing students and families the opportunity to attend free of charge. CIS ACE Site Coordinators will distribute monthly newsletters to principals, school staff, students, and parents. Monthly highlights that include program information, enrollment, volunteers, and collaborations will be sent to community stakeholders. Program special event notifications will be distributed in English and Spanish via various district communication systems. Site Coordinators will create and update family centers on each campus, highlighting student programming, successes, and upcoming family engagement events. With Cycles 9, 10 and 11, CIS has had great support from the local newspapers in the rural communities. Reporters have observed programming and reported on the impact and importance to the community, students, and families. Communities In Schools of the South Plains ® will adhere to the Texas ACE branding rules and guidelines, utilizing marketing materials made available through TEA. Local legislators will continue to receive ACE program updates.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Communities In Schools of the South Plains ® recruits and trains volunteers from a variety of backgrounds and ethnicities through volunteer fairs, its partnership with the Volunteer Center of Lubbock, and its own website. Additionally, CIS-SP® has a partnership with United Way that focuses on connecting local volunteers with partnering agencies. CIS-SP® also maintains an intern program which provides long-term volunteers. For Cycle 12, volunteers may assist with mentoring students and provide tutoring in reading, math, science and social studies. Volunteers may also assist with instructing parents in English as a Second Language (ESL), Adult Basic Education, computer literacy, employment skills and other topics as needed. In some cases, volunteers will be used for clerical tasks, program advocacy, and volunteer recruitment. CIS-SP® has a thorough volunteer policy, vetted by the National Communities In Schools® Office. The following records will be kept for each volunteer: date and time of volunteer service, placement, date of orientation and training, application, and background check. The background check will be recorded and kept confidential. The CIS-SP® policy and process ensures absolutely no persons will have contact with students prior to having their criminal background checks cleared. Student volunteers (high school students, such as members of the National Honor Society) may be utilized as appropriate and approved by school administrators and the student's parent/guardian. Student volunteers will be closely supervised by the Site Coordinator and afterschool support staff. Student volunteers will never be left alone with ACE participants. All volunteers must complete an orientation and training and adhere to the CIS-SP® volunteer policy which includes information on student safety, confidentiality, dependability, and reliability. The collaboration between Communities In Schools of the South Plains'® staff and community volunteers enhances and expands the opportunity for students to reach their potential.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Currently, CIS-SP® collaborates with over 95 federal, state and local social service agencies, other nonprofits, local colleges, the business sector, community members, faith-based organizations, and volunteers to increase each student's opportunity to succeed in school and prepare for life. The proposed ACE program will continue to utilize and coordinate the vast CIS-SP® network of partners and collaborators to maximize the utilization of public and private resources. School districts alone do not have the staff or time to research and access these resources. All school districts that partner with CIS-SP® provide in-kind services and resources that include professional development, curriculum, classroom space, computer labs, and access to gym space and other facilities, as well as technical support. Proposed Cycle 12 ACE programs will supplement, not supplant, any existing programs and services on the campuses to be served. Through the needs/assets inventory, existing assets will be identified that align with the administrative goals driven by TEA initiatives for the ACE program so that the Site Coordinator can focus on supplementing such assets through ACE activities to achieve academic short- and long-term goals. Numerous studies show that students identified as at-risk face significant challenges than those not at-risk including, homeless students that consistently have proficiency rates 10% to 15% lower than all students. This application is eligible for priority points under Program Priority 1 - 21st CCLC Program Integration as CIS will integrate the ACE program with other TEA or local initiatives on each campus. According to the TEA's Texas School Mental Health and Behavioral Website, approximately one in six school-aged youth experience impairments in life functioning. The website also states, "Research shows that students who are taught skills for managing emotions, establishing and maintaining positive relationships, and responsible decision making have better academic performance..." This indicates a need for more mental health support that we propose to address with innovative programming and use of the TEA Project Restore training. The ACE program will provide equitable access to special populations such as homeless, migrant, etc.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

Communities In Schools of the South Plains®, its partner ISDs, and other collaborating organizations work together and begin the cycle with the intention that the ACE program will continue well beyond the grant period. These partners have proven capabilities in obtaining, maintaining, and reporting long-term state and federal funds and have vast experience in diversifying funding streams to allow for sustaining continuous services with CIS-SP's® existing resources. CIS-SP's® incorporation of volunteers beginning in the first year of the cycle is another strategic step towards building successful sustainability. CIS-SP® will utilize tools and training provided by Westat Research Corporation including the Sustainability Starter Tool. This tool empowers CIS-SP® to work alongside districts to identify needs and desires regarding activities and perform a gap analysis to determine the strategies needed to be implemented for successful sustainability. The gap analysis looks at each category of funding (payroll, contracted services, supplies/materials, and other operating costs) across the span of five years to determine total costs, available resources, and any surplus/gaps. The CIS-SP® leadership team has participated in hands-on training with Westat with the objective of creating and executing a strong sustainability plan for local programs. The four parts of this training include determining action, conducting a gap analysis, forming a strategy, and executing the plan. CIS-SP® will align this model with the one recommended by the Afterschool Alliance which includes: (a) developing a vision; (b) building collaboration; (c) advocating for support; and (d) finding funding. Stakeholders play a key role in sustainability and CIS-SP® has learned to add this topic to the agenda for every meeting. Establishing buy-in from community members beginning in Year 1 sets the stage for sustainability. This topic is also included in ongoing meetings with school principals and administrators. Presentations to local school boards highlight the success of the program and build momentum for sustainability. CIS-SP® will pursue additional funding before the grant period expires, maximize existing resources, assign responsibility within the organization to identify and pursue other funding and create new funding resources.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership The applicant is unable to partner

Communities In Schools of the South Plains ®, as a community-based organization, will partner with ten high need schools in four districts to meet the stated objectives of increasing academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. These school districts, selected based on high needs reflected in two years of data and their geographic proximity to CIS-SP's® main office, are Hale Center ISD, New Deal ISD, Roosevelt ISD and Lubbock ISD. The superintendents for each of these districts are confident that a partnership with CIS and the ACE program will provide an opportunity for their districts to overcome many of the challenges faced in their communities. Some of the challenges addressed are access to food, tutoring, and educational activities for students and families. Each district has signed an MOU contingent upon award as the districts and their school boards are committed to partnering with CIS-SP®.

The partnering Independent School Districts will provide access to student demographics and data, nutritious snacks, and bus transportation as necessary and available. The school districts will provide technical assistance throughout the duration of the grant as well as providing the Site Coordinators with office space, telephones, and access to the schools' technology labs. Additionally, partnering school districts will provide in-kind services and resources to include professional development, curriculum, program and office supplies, classroom space, computer labs, and access to gym space and other facilities. ISDs provide printing/scanning privileges, office space, phones, staff support, access to school space/storage, and technology support. All of the districts included in this application are within reasonable geographic proximity to Communities In Schools of the South Plains' ® main office in Lubbock, Texas.

Communities In Schools of the South Plains ® partners with more than 95 agencies and providers to offer a wide variety of services to students and their families. CIS'® existing Cycle 10 and 11 ACE programs currently collaborate with federal, state and local social service agencies, other nonprofits, local colleges, the business sector, community members, faith-based organizations, and volunteers to increase each student's opportunity to succeed in school and prepare for life. For Cycle 12, CIS-SP® will continue to utilize and coordinate its vast network of partners and collaborators to maximize the utilization of public and private resources.

Communities In Schools of the South Plains ®, as the managing partner and fiscal agent, will be responsible for program implementation, management oversight, budgetary compliance, and fiscal and programmatic reporting. Standard written agreements or memoranda of understandings will be required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Additionally, written agreements are required from any entity or individual planning to work with students through the ACE program.

For Cycle 12, CIS-SP® proposes to deepen its partnership at the campus/center level by contracting with either the campus principal, assistant principal, or counselor to act as the identified "Afterschool Campus Administrator" to be on site during all afterschool programs for student safety, school day alignment, and increased investment in ACE. This application is eligible for priority points under Statutory Priority 2 - Joint Partnerships based on the partnership between Communities In Schools of the South Plains® and these four LEAs. The activities detailed in this application would expand accessibility to high-quality services in three districts and provide activities that are currently obsolete and/or not accessible in the fourth district.

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8. Statutory/Program Requirements (Cont.)

- 9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
 - a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
 - b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

(a) Program Priority 1 - Program Integration: This application is eligible for priority points under Program Priority 1 - 21st CCLC Program Integration as CIS will integrate the ACE program with other TEA or local initiatives on each campus. For example, Lubbock ISD's implementation of the System of Great Schools Theory of Action continues to identify opportunities to provide operational flexibility in their support of strategic school actions. The district has a strong track record of senior leadership collaboration focused on modifying practices that unnecessarily restrict the potential impact of school actions. These leaders are committed to the success of Communities In Schools of the South Plains® within their district and believe CIS and the ACE program can help them achieve the district's "North Star" Goal (as part of the System of Great Schools district-wide strategy of having 80% of students served in A- or B-rated schools). Program integration within Lubbock ISD will include Estacado Early College High School (ECHS) and its alignment to TEA's ECHS blueprint. The ACE program will be instrumental in Estacado's summer bridge program for incoming ninth graders and students needing out of school time support in order to pass the Texas Success Initiative Assessment (TSI). Another TEA initiative that will be integrated with ACE is The COVID Recovery Instructional Materials Initiative (CRMSI). Campuses and districts will be able to build upon the investment in teachers and the high quality professional learning, incorporating this afterschool. Furthermore, the three rural districts will benefit from CIS-SP's unique expertise and knowledge in successfully serving students and families in rural communities. Rural communities are held to the same standards of quality education as schools in urban settings though rural schools must overcome "significant challenges such as barriers to transportation, strained resources, and lack of access to needed services such as physical, mental health, and dental care (American Progress, 2010)" in addition to educating students. CIS-SP® understands the challenges rural schools face and has a proven track record of implementing successful programs in rural areas. All centers, as applicable, will also support secondary students in career pathways. Program integration will be more successful at each center with the inclusion of the Afterschool Campus Administrator, resulting in accelerated learning and increasing specific academic student outcomes. As a community-based organization, Communities In Schools of the South Plains® knows that this official, campus level buy-in is critical for the success of the ACE program and school day alignment. The designated Afterschool Campus Administrator will contract with CIS-SP®, committing their presence during all ACE afterschool programming. This presence of authority afterschool will allow for increased student safety, school day alignment, credibility, collaboration, and overall quality programming. It will also increase retention rates of support staff who are school day teachers/campus faculty members. Communities In Schools of the South Plains® looks forward to the benefits that this will provide for program integration at the campus level.

(b) Program Priority 2 - Accelerated Learning: This application is eligible for priority points under Program Priority 2 - Accelerated Learning as Communities In Schools of the South Plains® will integrate supplemental HQIM product use in afterschool and summer programming in Cycle 12. As outlined in the Texas Resource Review, "high quality instructional materials allow students to engage more deeply and meaningfully with the standards," they "lead to additional learning for students," and "have a larger, more cost-effective impact on academic outcomes than many interventions." Therefore, use of supplemental high quality instructional material (HQIM) products is ideal for the Texas ACE program. CIS-SP® is committed to the utilization of these products afterschool and during summer programming. The Project Director and Program Specialist will train Site Coordinators to become fluent in and confident in their use of HQIM ensuring that the supplemental use products align with the Campus and District Improvement Plans, school day curriculum, student needs, and campus principal priorities. CIS-SP® has begun this process through Cycles 10 and 11 and partnerships with school districts, the Region 17 Education Service Center, and the Texas Education Agency. Use of HQIM products will be prioritized and increased in Cycle 12.

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9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="750"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="750"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,800,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="720,888"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,079,112"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1,439"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Payroll & Benefits - Program	\$924,736
2.	Payroll & Benefits - Admin	\$66,114
3.		
4.		
5.		

Professional and Contracted Services

6.	Contracted Services - Support Staff & Academic Enrichment	\$539,500
7.	Transportation	\$22,000
8.	Rent	\$25,225
9.	Technology Maintenance	\$2,500
10.		

Supplies and Materials

11.	Supplies & Materials - Program	\$157,391
12.	Supplies & Materials - Admin	\$3,000
13.		
14.		

Other Operating Costs

15.	Other Operating Costs - Program	\$37,034
16.	Travel & Staff Development - Program	\$22,500
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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